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Purpose: To gain insight into learner support to learners who experience barriers to learning. Students should be able to assess and support learners who experience various impairments, learning difficulties, emotional and behavioural problems in inclusive education settings.

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*Students will develop
critical knowledge and
practice in inclusive
education and cater to
special educational needs of
learners with disability,
learning difficulties,
language and communication
disorders, social and*

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*emotional disorders,
giftedness, marginalisation
associated with gender,
culture, race and linguistic
diversity from birth to
adulthood.*

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...

*Working in a professional
learning community, students
will critique contemporary
inclusive and special
education initiatives,
driven by their own
interests, prior experiences
and contextual challenges
whilst engaging in critical
analysis, problem solving
and application of knowledge
and skills across themes of*

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assessment, pedagogy,
transdisciplinary case
management ...*

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to train all professionals
and non-professionals who*

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interact and provide support to learners with diverse needs.

*Inclusive Education:
Definition, Examples, and
Classroom ...*

The Salamanca Statement (1994) defines inclusion in education. From pages viii-ix: "We believe and proclaim that: every child has a fundamental right to education, and must be given the opportunity to achieve and maintain an acceptable level of learning. every child has unique characteristics, interests, abilities and learning needs.

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Under Graduate
Degree, Certificate: Semester
module: NQF level: 6:
Credits: 12: Module
presented in English:
Purpose: To gain insight
into the Inclusive education
policy on learners who
experience barriers to
learning and development;
the nature of the barriers
to learning and development;
early identification and
continuous assessment;
centre-of-learning-based
learning support and the ...*

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University Courses

Inclusive education is when all students, regardless of any challenges they may have, are placed in age-appropriate general education classes that are in their own neighborhood schools to receive high-quality instruction, interventions, and supports that enable them to meet success in the core curriculum (Bui, Quirk, Almazan, & Valenti, 2010; Alquraini & Gut, 2012).

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